



Promoting Positive Behaviour Policy

'Building for Successful Futures'

Formally adopted by the Governing Board of	Fred Nicholson School
Chair of Governors	Hilary Bradshaw
Policy Holder	Headteacher
Policy Contributor	Heads/Leads of Areas
Last updated	Autumn 2020
To be Reviewed	Autumn 2021 (Headteacher)

This policy applies to:	
Whole School	✓
Residential	
Orchard	



Promoting Positive Behaviour Policy

'Building for Successful Futures'

Includes Home School Agreement; Managing Behaviour around the school
/classroom

Introduction

At Fred Nicholson School we believe that all pupils have the right to make progress and to access the curriculum and where appropriate the residential provision. Staff have high expectations of pupils both in terms of work and behaviour and believe that an ethos of mutual respect underpins this. An effective behaviour policy is one that seeks to support pupils in developing self-esteem and in taking responsibility for themselves. Consequently, good behaviour arises from good relationships and from setting clear expectations of good behaviour. A reward based approach is preferable to a consequence orientated ethos though both rewards and consequences should be seen to be fair and just. The School acknowledges its legal duties under section E of the 2010 Equality Act in respect of pupils with SEN.

It is important that all staff know what is expected of them and recognise their contribution to the overall ethos of the school in respect to the role model that they present to pupils. These expectations are outlined in our 'Staff Code of Conduct' which is in the Staff Brochure.

Aims

- For staff, governors, parents/carers to provide recognition and praise for positive achievement, appropriate to the level of achievement and maturity for the individual;
- For pupils to work towards developing appropriate relationships with both pupils and staff;
- To help pupils to develop strategies to deal with difficulties that they may be experiencing, and to take responsibility for their actions;
- Consequences should be meaningful and relevant, appropriate to the pupil and reflect the seriousness of the incident. Pupils should be encouraged to reflect upon their feelings and behaviour and make amends for any wrong doing, and to learn new strategies to manage their feelings;
- For staff to keep parent/carers informed of both positive and negative behaviours;
- Parents/carers are partners in the education of children and should be encouraged to be involved in celebrating the successes of their children along with working together towards the reduction of inappropriate behaviour;
- To provide consistency with respect to boundaries, rewards and consequences;
- To recognise the importance of building relationships and to ensure that disapproval is always of the behaviour and not the pupil.

Broad Guidelines

Desired outcomes

That pupils will take responsibility for their actions and, where possible, make positive choices, showing a growing awareness that they are able to control the outcomes of their actions. Pupils will be given opportunities to develop the following qualities:

- Self-control;



- A pride in themselves and their school;
- Self confidence;
- Respect for their environment;
- Independence;
- A sense of fairness;
- An understanding of the need for rules;
- A respect and tolerance of each other;
- Non discriminatory attitudes;

During the school day the Pupil Breakout spaces are also used if pupils are disrupting the learning of others or causing harm. Pupils may be taken to these spaces or be collect by a member of the Learning Support Team (LST). There they will discuss their behaviour and identify ways it can be changed.

The breakout spaces can be used at breaks and lunchtime when a pupil needs an alternate space as a protective consequence and where restorative discussions can take place.

A pupil is gradually returned to their class with the support of the LST or supporting adult.

Pupils in Orchard may have differentiated plans and whilst all the above are available alternatives provision and support may be identified during meetings and put in place. This may include changing adults, having to remain within the Orchard building and having protective and educational consequences put in place.

Rewards

Rewards/ Credits are earned during the day by pupils who are:-

- Behaving well and showing a good attitude to their work. (1 credit)
- For completing their work or showing good effort. (1 credit)
- Occasionally a credit is given for an outstanding piece of work or for making good progress (1 credit)

Therefore pupils can earn up to 3 credits per lesson.

Credits will be shared with pupils in a way which is non-shame based. For example: this could be at the end of each lesson, as a whole class, in small groups or it may be more appropriate to be shared on a 1:1 basis.

In addition to this, extra credits can also be earned through further curriculum opportunities such as homework, and reading at home.

Some rewards can easily be earned in a week while others take longer to save for. This gives pupils the opportunity to choose an instant reward if they wish. Others however enjoy setting a longer term goal and working out each week how much progress they have made towards it.

Pupils can see there is a positive reason to 'get it right' and that there is a positive outcome. Pupils aim to earn as many credits as they can.

Some pupils may choose to use a Credit Record Book which is kept in their Tutor room. Each week the Pupils are told how many credits they earned altogether in the last week. This is added into their Record Books as part of the Morning Tutor Time session. Whereas other pupils may choose to ask the adults in class. This is decided on an individual level with the class team.



Pupils have the opportunity to spend their rewards during an agreed tutor time each week. Dawn Ng or a member of the LST will arrange for the rewards trolley to be shared within each zone.

The PSU / LST leads have overall responsibility for the credit records of pupil's credit totals and will monitor and support class teams with the recording of credits where necessary.

Once credits have been earned, they cannot be removed and consequences are linked as closely as possible to the situation.

It may be appropriate for some key stages to use alternative systems, which work hand in hand with the credit system. For example: Key Stage 2 uses a pebble jar as a visual representation of their credits. Once the pebble jar is full the pupils in the class have the opportunity to take part in a reward afternoon.

In addition to the credits or alongside the credits it may be appropriate for some pupils to have individual reward systems. Staff will identify where this is appropriate based on the individual needs of the pupils. These individualised rewards will be discussed with the class team, the LSC and SMT, where appropriate. Pupils in Orchard generally follow their own bespoke rewards system although some pupils access the main site credit system, particularly those based in Orchard Class.

Monitoring behaviour.

All staff have a duty to record positive and negative behaviour. Positive behaviour is recorded through Google Sheets and Google document. Negative behaviour is recorded through CPOMS. CPOMS is the database on which our information on pupils' behaviour is recorded.

At least once a term at the SEMH (Social Emotional Mental Health) meeting pupils' behaviour is discussed, and a target group of pupils identified.

There is a termly report to the governors which monitors both day pupils and residential pupils and includes; the number of incidents negative and positive (credits) recorded; the number of Restrictive Physical Interventions and the number of bullying incidents.

There is a yearly report to governors which includes looking at learning needs/ difficulties, vulnerable groups, residential pupils; the use of the Learning Support Centre and other groups identified by the governors.

Personalised Learning Plans (PLP's)

Each pupil has a Personalised Learning Plan (PLP) which is initially written prior to the pupil's start at FNS. They use information from the admissions papers, home and school visits and any information from relevant agencies and professionals.

They include information such as: learning needs and difficulties, baseline levels, reading and spelling age, barriers to learning and trigger factors.

The PLP will be reviewed at least termly or whenever it is considered appropriate depending on the needs of the pupil.

They include a Personal target which can be a class target, an individual target or a target identified from their EHCP. This target will be on a pupils PLP and reports.



For pupils identified in the 'Behaviour target group' the PLP is reviewed frequently. This helps identify strategies that are impacting positively on pupil's behaviour.

Where a pupil is residential, the residential staff will contribute to the PLP and attend meetings where appropriate.

DRS System – Detailed Record System

A daily tracking system is in operation for the whole school. (CPOMS) This enables staff and pupils to better understand the pupils and their patterns of behaviour. It also provides a clear and positive method for recognising high standards of behaviour and achievement. The system also triggers concerns with respect to attendance, behaviour and bullying behaviour.

The DRS system also allows staff to share information about pupils (see staff handbook for more detailed information).

CPOMS, Nagging Doubts & bullying concerns - general information sharing

CPOMS, Safeguarding form – Safeguarding issues

Negative CPOMS – negative behaviour issues

Positive incidents – credits (google sheets)

Green / Positive (google doc) – Celebrating positive pupil behaviour

Blue DRS– Restrictive Physical Intervention

We currently use a computerised recording system called CPOMS which will enable us to more effectively analyse and use the data that we collect to inform target setting and behaviour plans.

Risk Reduction

Where harmful behaviour is identified as a key area of concern for an individual pupil an Individual Risk Management Plan (IRMP) will be put in place and shared with parents/carers and where appropriate, support agencies. Where physical management is identified as a strategy this will be shared with parents who will be given the opportunity to discuss this further. If the behaviour concerned is of a sexual nature, this will trigger a Risk Associated Management Plan (RAMP), which will identify the risk around sexualised behaviour.

Restrictive Physical Intervention

Should a pupil's behaviour be such that they present a risk of harm to themselves, others or significant damage to property, it may be necessary to physically remove or use Restrictive Physical Intervention on the pupil. All staff will be trained in the 'Norfolk Steps' 'Step On' programme. Unless dispensation is approved by the Head teacher all staff will receive 'Step Up' training.

The principles that we work to are set out the Policy on 'Physical Intervention'.

Dealing with allegations made about staff

Allegations made by a pupil about staff will always be investigated either following the school's complaints procedure or the external LADO process.

Where allegations are found/proven to be malicious the school will expect pupils to make a full apology in person or in writing as part of a restorative process. Pupils will have to attend and successfully complete a 'Restorative Justice' meeting.

Implementation of the Policy

All stakeholders will have an opportunity to be involved in the development of this policy and it will be reviewed annually as it provides the basis of good practice for pupils, staff, parents/carers and Governors.



This policy forms the basis of the home/school contracts and parents/carers and school are signing up to the principles of this policy when they sign the contract, Appendix 1.

All staff throughout the school need to be consistent in their approach to behaviour and the following are basic principles which should be adhered to by all staff:

- The curriculum, both in school and residential, will be relevant, stimulating and challenging and appropriately differentiated to meet the wide range of need;
- Rewards to be used as much as possible, but clearly matched to the degree of effort or progress;
- Keep consistent standards in relation to boundaries, rewards and consequences;
- Be aware of minor problems and act quickly to avoid them becoming major problems;
- Be aware of all agreed rewards and consequences;
- Make sure that disapproval is always of the behaviour and not of the person;
- In general use consequences listed in the Appendix 2;
- Avoid whole group consequences where possible;
- Never use physical punishments or language or behaviour that intimidates or mocks a pupil;
- Keep language simple and clear, using visual cues to reinforce meaning; and
- Provide positive role models.

Links to Other Policies

Action Against Bullying Policy
Attendance Policy
Physical Intervention Policy
Pupil Support Unit Policy
Learning Support Centre and Reflection Room Policy
Interventions Policy
Pupil Well Being
PSU Policy
Residential Policy

Other Agencies/Therapies

Clinical Psychologist
Youth Inclusion Support Panel
Youth Offending Team
Youth Workers
Play Therapy
Occupational Therapist
Educational Psychologist

Review

This policy will be reviewed and amended annually by the SMT and Governors, in consultation with school staff, pupils and parents/carers.

Appendices

Home school contract - Appendix 1
Managing behaviour around the school/classroom – Appendix 2
Managing behaviour around the residential provision



Equality Impact Statement

The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Policy Approved by:

Chair of Committee

*To be ratified on 12.05.21



APPENDIX 1



FRED NICHOLSON SCHOOL
HOME SCHOOL AGREEMENT



At Fred Nicholson School we try to work together to:

- provide a safe, secure and stimulating learning environment.
- support your child to be as engaged, confident and independent as possible.
- provide a broad and balanced curriculum that meets the needs of your child.
- recognise and reward achievement.
- let you know how your child is progressing and what is happening in school.

As Parents and Carers I/we shall try to:

- work with the school and my child to support learning and behaviour.
- make sure that my child is ready to come to school on time each day, unless unwell.
- attend annual reviews and other school events.

As a pupil I shall try to:

- follow the school rules by making good choices and using kind words and actions to everyone in school.
- talk with someone about anything, even if it feels awful or small.
- Come to school and attend lessons.

Signed by.....on behalf of Fred Nicholson School.

Parent/Carers signature.....

Pupil signature





HOME SCHOOL AGREEMENT

Residential pupil

At Fred Nicholson School we try to

- ✓ provide a safe, secure and stimulating learning environment.
- recognise and reward achievement and address poor behaviour.
- ✓ provide a broad and balanced curriculum that meets the needs of your child.
- ✓ work with you and let you know how your child is progressing and what is happening in school.
- ✓ encourage your child to be as independent as possible.

As Parents/Carers, I/we shall try to

- ✓ make sure that my child comes to school daily and on time unless unwell.
- ✓ let the school know about any problem or concern straight away which may affect my child's work or behaviour.
- ✓ support and work with the school on my child's learning and behaviour.
- ✓ attend annual reviews and other school events if possible.
- ✓ most importantly talk to the school so we can work together.

As a student I shall try to

- ✓ come to school and be on time for lessons in school.
- ✓ behave well in and out of class, following the school/classroom rules.
- ✓ help look after the environment of the school.
- ✓ talk to staff if I have a problem or am worried.

As a boarding pupil I shall try to

- ✓ look after the boarding area
- ✓ look after my possessions.
- ✓ take part in life skills programmes.
- ✓ talk to staff if I have a problem or am worried.

Signed by.....on behalf of the school

Pupil signature

Parental/Carer signature.....





APPENDIX 2

MANAGING BEHAVIOUR AROUND THE SCHOOL/CLASSROOM

The three classroom rules are there to help everyone feel they are treated fairly; these are:

- Good listening
- Follow instructions
- Put your hand up

And enable;

- Pupils to know what their behaviour should look like in the classroom.
- Staff will have procedure/script to follow where they can be perceived as being fair and in control and pupils will know what to expect.

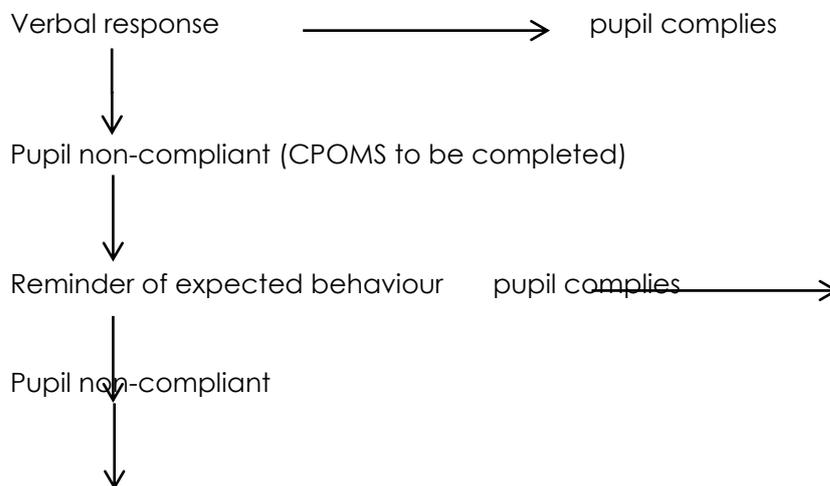
The consequence system is there to provide balance and a format for a consistent approach and create a learning experience for the pupil.

For visits and break times this system is adapted to meet the environment pupils are in at that time.

Staff respond to negative behaviour with an educational consequence when the behaviour is causing harm or imminently causing harm to themselves or others a protective consequence may be necessary.

Example

Pupil calling out = disruption, effecting others confidence and a loss of learning time



Protective consequence = pupil removed from situation to allow others to learn
Educational consequence = Completing work and discussion around how their behaviour prevented others learning

Immediate Protective consequence are applied for

- Hitting, kicking – Physical abuse
- Sexualised language
- Sexualised behaviour
- Spitting, biting, hair pulling – high risk of serious harm



The discussions with the pupil may help to identify triggers for their behaviour and successful strategies for the pupil and adults to manage that behaviour in future and should be added to the Pupil's Personalised Learning Plan.

Consequences

Where a consequence is necessary

Educational Consequences This should be led by the class team and in discussion with the LST)

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Restorative discussion

Protective consequences

- Increased staff ratio
- Call 152/153/103 – in class support
- Directed activity
- Escorted in social situations
- No availability of minibus / car
- Differentiated teaching space
- Exclusion
- Restrictive Physical Intervention (RPI)

Exclusion is not seen as an effective form of consequence for many pupils though it has limited use in reinforcing the inappropriateness of some behaviour, particularly physical violence and ensuring that other pupils feel protected.



APPENDIX 3

MANAGING BEHAVIOUR AROUND THE RESIDENTIAL PROVISION

Residential rules are there to help everyone feel they are treated fairly; these are:

- Good listening
- Follow instructions
- Respect others and the property you live within

And enable;

- Pupils to know what their behaviour might look like when sharing living space with others.
- Staff with a procedure/script to follow where they can be perceived as being fair and in control and pupils will know what to expect.

The Residential Behaviour reflection system is there to provide balance and a format for a consistent approach and create a learning experience for the pupil.

The pupil's residential time is less pressured/structured than the school day which allows pupils to feel more relaxed and open to a nurturing and therapeutic approach. However we complete our boarders 24hr education by providing a Life Skills programme and evening timetable.

Negative behaviour that is seen in the school day will have consequences given by day staff. This will not be continued by residential staff unless agreed with care staff and documented within a plan. Any negative behaviour witnessed with residence will be recorded on CPOMS and followed up with a Behaviour Reflection sheet in residential time. The behaviour reflections sheet helps the child to consider their actions, how they feel, how their behaviour has affected other people and any other consequences that may be deemed to be in place. There is a section for a plan for improvement so the child can consider how they can change their behaviour and do things better should a similar situation arise.

Once a situation has been dealt with the staff encourage the child to begin with a fresh start.

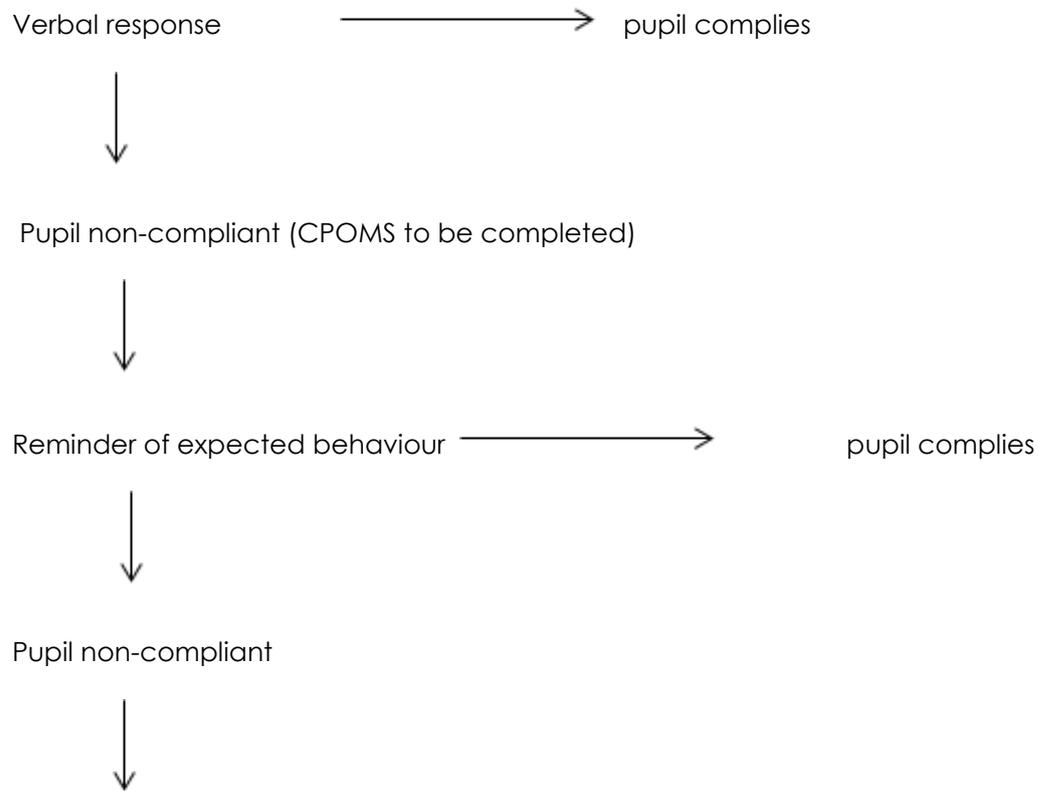
Records are held in the Behaviour Reflections bound book which is monitored and checked by the HOC and standard 20 Inspections.

As in school, staff will respond to negative behaviour with an educational consequence. If the behaviour is causing harm or imminently causing harm to themselves or others a protective consequence may be necessary.



Example

Pupil calling out = disruption, effecting others confidence and a loss of learning or free time



Protective consequence = pupil removed from situation or audience removed

Educational consequence = Completing behaviour reflection sheet and discussion around their behaviour and moving forward in a positive manner

Consequences

Educational Consequences (This will be led by the care team and in discussion with the boarder's Key worker) if this is a daytime issue key workers will be involved in discuss and a plan to move forward will be drawn up

- Completing tasks
- Rehearsing
- Assisting with repairs
- Educational opportunities
- Restorative discussion

Protective consequences

- Change of face
- Increased staff ratio
- Call 128/155
- Directed activity
- Escorted in social situations



- No availability of minibus / car
- Differentiated learning space - in Seniors office or dormitory area (Where appropriate)
- Exclusion
- Restrictive Physical Intervention (RPI)

Exclusion is not seen as an effective form of consequence for many pupils though it has limited use in reinforcing the inappropriateness of some behaviour, particularly physical violence and ensuring that other pupils feel protected.

Rewards

The Boarders work on referral targets every half term. These receive specific certificates under the topics of Behaviour, Social and Independence. Exceptional positivity and hard work result in our residential certificate which lead to the below rewards.

Positive behaviour is rewarded by:

- Verbal praise
- Star Charts and stickers
- Shopping trip to local shop to spend some pocket money
- Celebratory dormitory night
- Residential achievement certificates